

1999

ILLINOIS SCHOOL REPORT CARD

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**LEMONT TWP HIGH SCHOOL
LEMONT TWP H S DIST 210
LEMONT, ILLINOIS**

Grades 9 10 11 12

Public school districts are required to provide this report to parents and others upon request. This report card includes information about your school and district. Information about the students' performance on the Illinois Standards Achievement Test (ISAT) shows what percentages of your school's students are meeting the Illinois Learning Standards in reading, writing and mathematics. The Illinois Goal Assessment Program (IGAP) information shows the percentages of students who meet the state goals for science and social science. Next year, IGAP will no longer be administered; ISAT will be used to assess students in all areas.

The financial information provided is the most recent available. State averages in this report are based on information from regular public schools only and exclude private and other special-purpose public schools.

Lemont Twp High School is in a High School district. Generally, elementary districts have grades prekindergarten through eight; high school districts have grades nine through twelve; and unit districts have grades prekindergarten through twelve.

THE STUDENTS

RACIAL/ETHNIC BACKGROUND AND TOTAL ENROLLMENT

The major racial-ethnic groups in Illinois public schools are White non-Hispanic, Black non-Hispanic, Hispanic, Asian/Pacific Islander and Native American (American Indian/Alaskan Native). Enrollments were reported as of September 30, 1998.

	White	Black	Hispanic	Asian/Pacific Islander	Native American	TOTAL ENROLLMENT
School	97.2%	0.0%	2.5%	0.2%	0.1%	851
District	97.2%	0.0%	2.5%	0.2%	0.1%	851
State	62.0%	20.8%	13.9%	3.2%	0.2%	1,962,026

LOW-INCOME, LIMITED-ENGLISH-PROFICIENT STUDENTS AND DROPOUTS

Low-income students may come from families receiving public aid, may live in institutions for neglected or delinquent children, may be supported in foster homes with public funds, or may be eligible to receive free or reduced-price lunches.

Limited-English-proficient students include students whose first language is not English and who are eligible for transitional bilingual education.

Dropout rate is based on the number of grade 9-12 students who dropped out during the school year.

	Low-Income	Limited-English-Proficient	Dropouts
School	3.4%	0.5%	2.5%
District	3.4%	0.5%	2.5%
State	36.1%	6.4%	5.9%

ATTENDANCE, MOBILITY AND CHRONIC TRUANCY

A perfect **attendance** rate (100%) means that all students attended school every day.

The student **mobility** rate is based on the number of students who enroll in or leave a school during the school year. Students may be counted more than once.

Chronic truants are students who were absent from school without valid cause for 18 or more of the last 180 school days.

	Attendance	Mobility	Chronic Truancy	Number of Chronic Truants
School	92.9%	4.4%	1.4%	12
District	92.9%	4.4%	1.4%	12
State	93.6%	18.1%	2.3%	43,332

INSTRUCTIONAL SETTING

AVERAGE CLASS SIZE

Average class size is a grade's total enrollment divided by the number of classes for that grade. It is reported for the first school day in May. For high schools, the average class size is based on average class sizes for the second and fifth periods for the whole school.

	High School
School	19.6
District	19.6
State	18.3

CONTACT WITH PARENTS

At your school, 84.8% of students' parents/guardians had personal contact with the school staff during the school year. For comparison, the percentages of personal contacts between parents and school staff were 84.8% for your district and 96.1% for the state. "Personal contact" includes parent-teacher conferences, parental visits to school, school visits to home, telephone conversations, and written correspondence.

TEACHERS BY RACIAL/ETHNIC BACKGROUND AND GENDER (FULL-TIME EQUIVALENTS)

Teachers include all school personnel categorized by the district as classroom teachers.

	White	Black	Hispanic	Asian/ Pacific Islander	Native American	Male	Female	TOTAL NUMBER
District	100.0%	0.0%	0.0%	0.0%	0.0%	43.6%	56.4%	52
State	84.9%	11.0%	3.3%	0.7%	0.1%	24.6%	75.4%	119,718

DISTRICT BY TYPE AND ENROLLMENT

Districts may be organized by three types: **elementary** usually serving grades prekindergarten-8, **high school** serving grades 9-12, and **unit** serving prekindergarten-12.

DISTRICT TYPE	Small	Medium	Large
Elementary	Under 283	283-1747	Over 1747
High School	Under 638	638-2875	Over 2875
Unit	Under 551	551-1789	Over 1789

TEACHER/ADMINISTRATOR CHARACTERISTICS (FULL-TIME EQUIVALENTS)

Teacher information includes classroom teachers plus teachers specializing in art, physical education, music, etc.

	Average Teaching Experience	Teachers with Bachelor's Degree	Teachers with Master's & Above	(3) Pupil-Teacher Ratio: Secondary	Pupil-Certified Staff Ratio	Pupil-Administrator Ratio
District	13.2 Yrs.	28.8%	71.2%	18.4:1	12.9:1	112.9:1
Type (1)	16.7 Yrs.	31.8%	68.2%	18.5:1	13.4:1	186.0:1
Size (2)	16.3 Yrs.	38.5%	61.4%	19.0:1	13.8:1	180.9:1
State	15.0 Yrs.	53.1%	46.7%	18.1:1	14.3:1	243.3:1

TEACHER/ADMINISTRATOR SALARIES (FULL-TIME EQUIVALENTS)

	Average Teacher Salary	Average Administrator Salary
District	\$53,419	\$74,740
Type (1)	\$61,690	\$91,755
Size (2)	\$55,152	\$87,425
State	\$45,337	\$76,917

- (1) Average for all High School Districts.
 (2) Average for all Medium High School Districts.
 (3) Special education teachers are excluded.

SCHOOL DISTRICT'S FINANCES

AVERAGE FINANCIAL INDICATORS

Equalized assessed valuation (1996) includes all computed property values, less homestead exemptions and adjustments for tax abatements, upon which a district's local tax rate is calculated.

Total school tax rate (1996) is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure (1997-98) includes the direct costs of teaching pupils or the interaction between teachers and pupils. Instruction has a very narrow and restrictive definition.

Operating expenditure (1997-98) includes Instructional Expenditures, costs of Pupil Support Services, Instructional Staff Support Services, School Administration, Business Support Services, Central Support Services, Community Services, Debt Services, Payments to Other Governmental Units for Services Provided, and Central Administration Services.

All the above financial indicators were divided by the 9-month Average Daily Attendance to derive the per pupil figures.

	Equalized Assessed Valuation per Pupil	Total School Tax Rate per \$100	Instructional Expenditure per Pupil	Operating Expenditure per Pupil
District	\$457,630	\$2.30	\$5,097	\$8,768
Type (1)	\$391,647	\$2.16	\$5,451	\$9,662
Size (2)	\$342,094	\$2.09	\$4,819	\$8,754
State	N/A(3)	N/A(3)	\$3,990	\$6,682

(1) Average for all High School Districts.

(2) Average for all Medium High School Districts.

(3) State averages are not meaningful because of overlaps in dual (elementary and high school) districts.

EXPENDITURE BY FUNCTION, 1997-98

	District	District	State
Instruction	\$3,978,041	20.6%	46.9%
General Administration	\$360,995	1.9%	2.7%
Supporting Services	\$3,770,745	19.5%	32.2%
Other Expenditures	\$11,214,502	58.0%	18.2%

EXPENDITURE BY FUND, 1997-98

	District	District	State
Education	\$5,694,847	29.5%	72.0%
Operations & Maintenance	\$841,272	4.4%	8.7%
Transportation	\$306,374	1.6%	3.3%
Bond and Interest	\$1,595,612	8.3%	5.1%
Rent	\$0	0.0%	0.4%
Municipal Retirement/Social Security	\$150,476	0.8%	1.7%
Fire Prevention & Safety	\$0	0.0%	1.7%
Site & Construction/Capital Improvement	\$10,735,702	55.6%	7.2%
TOTAL	\$19,324,283		

ACADEMIC PERFORMANCE

When interpreting the achievement data of smaller schools or districts, please note that the performance of a small number of students can substantially affect a school's achievement data. Thus, changes from one year to the next may be due to changes in the performance of a small group of students.

HIGH SCHOOL GRADUATION RATE

The **graduation rate** is calculated by comparing the number of 1998-99 graduates with the number of students enrolled in ninth grade in the fall of 1995. Adjustments have been made for students who transferred into and out of the school in the last four years.

	Graduation Rate
School	92.7%
District	92.7%
State	81.9%

AMERICAN COLLEGE TESTING PROGRAM (ACT)

The ACT is used by many colleges and universities to evaluate students' preparation for higher education. ACT scores range from 1 (lowest) to 36 (highest). State averages for ACT data are based on regular public schools and do not include private and special purpose schools. The scores in the chart below are from the class of 1999.

ACT – All Students Tested

	Composite Score	English	Math	Reading	Science Reasoning	TEST TAKERS	
						Number	% Class
School	22.3	22.5	21.7	22.3	22.4	136	66.3
District	22.3	22.5	21.7	22.3	22.4	136	66.3
State	21.5	20.9	21.5	21.5	21.4	65,053	55.9

ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)/ILLINOIS GOAL ASSESSMENT PROGRAM (IGAP)

Students at the following grade levels took the Illinois Standards Achievement Test (ISAT) or the Illinois Goal Assessment Program (IGAP). ISAT was used to test grade 10. IGAP was used to test grade 11.

The following table reports the school enrollment for each grade by the total number of students, students with an IEP and students without an IEP. A student with an Individualized Education Program (IEP) has a disability and is required to have a written statement of needed special education and related services that must be provided to the child under the *Individuals with Disabilities Education Act (IDEA)*.

Enrollment When Tests Were Administered

Grade	Total Enrollment	IEP	Non-IEP
10	219	15	204
11	217	9	208

ILLINOIS STANDARDS ACHIEVEMENT TESTS (ISAT)

The following tables show the percentages of your school's students in each of four performance levels. These levels were established with the help of Illinois educators who teach the grade levels and learning areas tested.

Level 1 – **Academic Warning** – Students' work shows an inconsistent command of the basic knowledge and skills. Students have major gaps in their knowledge and skills and little ability to apply them. They may have serious error or misunderstandings.

Level 2 – **Below Standards** – Students' work shows basic knowledge and skills in the learning area. However, students have some gaps in their learning and can apply it only in limited ways.

Level 3 – **Meets Standards** – Students' work shows that they have knowledge and skills in the learning area. Students consistently use and apply their knowledge and skills to solve problems.

Level 4 – **Exceeds Standards** – Students' work is outstanding and shows comprehensive knowledge and skills in the learning area. Students consistently use their knowledge and skills to solve problems and evaluate the results.

ISAT GRADE 10

	All Students Tested					IEP*					Non-IEP				
	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested	% Level 1	% Level 2	% Level 3	% Level 4	% Tested
Reading															
School	1	15	67	17	94	7	40	53	0	100	1	13	68	19	94
District	1	15	67	17	94	7	40	53	0	100	1	13	68	19	94
State	5	25	55	15	87	30	44	24	2	63	4	23	57	16	89
Mathematics															
School	3	34	57	5	92	33	67	0	0	80	1	32	61	6	93
District	3	34	57	5	92	33	67	0	0	80	1	32	61	6	93
State	6	41	47	5	86	30	59	10	0	64	4	40	50	6	89
Writing															
School	2	25	68	4	94	20	60	20	0	100	1	22	72	5	94
District	2	25	68	4	94	20	60	20	0	100	1	22	72	5	94
State	6	28	54	12	85	34	44	21	1	61	4	27	57	12	88

*Students who have disabilities and are required to have written statements of needed special education and related services.

ILLINOIS GOAL ASSESSMENT PROGRAM (IGAP)

The following tables show the percentages of students who performed at three performance levels on the learning areas tested by the Illinois Goal Assessment Program (IGAP). Illinois educators helped establish the performance levels. This is the last year for the IGAP test. Beginning in 2000-01, high school students will be tested with the new Prairie State Achievement Examination.

Level 1 – **Does Not Meet State Goals** – Lacks expected knowledge and skills and has limited ability to apply learning.

Level 2 – **Meets State Goals** – Demonstrates expected knowledge and skills and can usually apply learning to real-life problems.

Level 3 – **Exceeds State Goals** – Performs at a high level and consistently applies knowledge and skills to real-life problems.

IGAP GRADE 11

	All Students Tested				IEP*				Non-IEP			
	% Level 1	% Level 2	% Level 3	% Tested	% Level 1	% Level 2	% Level 3	% Tested	% Level 1	% Level 2	% Level 3	% Tested
Science												
School	19	58	23	88	29	57	14	78	19	58	23	89
District	19	58	23	88	29	57	14	78	19	58	23	89
State	22	56	22	86	65	31	4	66	20	58	23	88
Social Science												
School	6	74	20	89	25	75	0	80	5	74	21	90
District	6	74	20	89	25	75	0	80	5	74	21	90
State	13	66	21	87	48	49	4	67	11	67	22	88

*Students who have disabilities and are required to have written statements of needed special education and related services.

PLANNED IMPROVEMENT FOR THE SCHOOL AND DISTRICT

Based on your school's improvement plan, your school and district are providing information on areas of success and areas for planned improvement below and/or on a separate sheet.